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ABSTRACT

The Reentry Adult Student Project (RASP) was initiated in 1977 as an improvement-oriented research effort designed to ease the academic reentry of adult students into New York State community colleges. In response to the difficulties facing many adult students, RASP sought to examine adult students' needs and satisfactions and assist colleges in providing appropriate support. At each of the six colleges chosen as pilot sites, steering committees were created to develop a local work plan, survey campus groups, and disseminate project findings and recommendations. These committee charges engendered a model of advisement and advocacy consisting of five components: (1) student needs assessment; (2) a taxonomy of adult student needs; (3) assessment of local resources for adult students; (4) assessment of student satisfaction with selected administrative, support, and instructional services; and (5) documentation of institutional modifications. The statewide dissemination of the RASP model involved the preparation of an introductory brochure, a dissemination packet, and a videotape, as well as four regional meetings to describe the project. RASP resulted in the development of workable strategies to accommodate adult student needs, the expansion of institutional roles, and institutional modifications in administrative, staff develpment, and support service areas. Survey instruments, the taxonomy of student needs, and documentation forms are appended. (HB)

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The Making and Seeding of RASP:

Development and Dissemination of a Model to Ease the Reentry Process of Adult Students in Two-Year Colleges

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The Making and Seeding of RASP:

Development and Dissemination of a Model to Ease the Reentry Process of Adult Students in Two-Year Colleges

Abstract

The Reentry Adult Student Project was developed and field tested at six two-year colleges in New York State and disseminated to 48 institutions statewide. Its management scheme incorporated a model of advisement and advocacy designed to ease the reentry process of adult students in two-year colleges. Participating institutions were assisted in their efforts to collect data from adult students, to review and revise academic policies on adult students, and to develop programs and services for adult students.

The Making and Seeding of RASP:

Development and Dissemination of a Model to Ease the Reentry Process of Adult Students in Two-Year Colleges

This paper describes the development ("making") and dissemination ("seeding") of the Reentry Adult Student Project ("RASP"), an improvement-oriented research effort (Krathwohl, 1977) directed toward easing the academic reentry of adult students in two-year colleges.

Perspective

Academic reentry can be a harrowing experience for adult students. Returning to formal education after an absence of more than five years, adults over 25 have little knowledge of academic life and are easily overwhelmed by its demands. They tend to view college as an alien environment in which administrative policies, instructional practices, support services, language, and even attitudes are typically tailored to the needs of younger students (McDermott, 1975). Moreover, many "reentry" adult students:

- are handicapped by communication deficiencies, poor study skills, and low self-confidence;
- are constrained by family and job responsibilities that interfere with their academic pursuits;
- are easily frustrated by institutional "red tape";
- are highly motivated, but anxious about their ability to compete with younger, "sharper" students;
- are hampered by misinformation concerning intelligence, learning, and memory.

Given these impediments to educational progress, it is not surprising that a substantial number of adults reentering academic programs experience apprehension, disorientation, and failure (Mangano & Corrado, 1981).

The challenge created by the current mixing of generations in college classrooms demands a commitment to lifelong learning through which post-secondary institutions can recast their efforts toward integrating adult students into the campus communities.

The Making of RASP

In response to this challenge, the Two-Year College Development Center of the State University of New York at Albany, with support from the New York State Education Department, initiated the Reentry Adult Student Project in 1977. The objectives of this project were (a) to examine the needs and satisfactions of adult students in New York State two-year colleges, and (b) to assist those colleges in providing programs and support services for adult students.

Of the 54 two-year colleges in New York State with eligibility to receive vocational education funding, six representative colleges were selected as pilot sites. The president of each college appointed a steering committee to serve as liaison between the college and the Center in coordinating local participation. The steering committees comprised various administrative, faculty, and student representatives, and included Deans of Continuing Education, Deans of Instruction, Deans of Students, Directors of Institutional Research, department chairs, faculty members, counselors, reentry adult students, and traditional college students. They were charged with developing a local work plan, distributing surveys to campus groups, and disseminating project findings and recommendations to the campus community.

These charges engendered a model of advisement and advocacy consisting of five components which were planned and carried out cooperatively by the project staff and the steering committee of each site.

Component #1: Assessment of Student Needs

The responses of selected campus groups (e.g., traditional college students,

reentry adult students, faculty and staff) to the 75 items of the Survey of Student Needs (Appendix A) were compared using the chi-square statistic. The results of these analyses were displayed in a non-numerical, "user friendly" format (Appendix B) which proved helpful for the less statistically-oriented members of the steering committees.

Component #2: Taxonomy of Adult Student Needs

A Taxonomy of Adult Student Needs (Appendix C) was developed, based on the adult students' responses to the Survey of Student Needs. The Taxonomy presents a three-level ordering of the survey items within five conceptual categories or facets. The facets include Academic Survival Skills, Personal-Social Development, Instructional Patterns, Administrative Policies, and Student Support Services. A separate taxonomy was prepared for each site.

Component #3: Inventory of Resources

A Survey of Resources (Appendix D) was used by the steering committees to determine the availability, non-availability, or anticipated development of local resources for adult students.

Component #4: Assessment of Student Satisfaction

The 66 items of the Student Satisfaction Scale (Appendix E) provided the steering committees with an assessment of the students' relative satisfaction with selected administrative, supportive, and instructional variables.

Component #5: Documentation of Institutional Modifications

The steering committees documented the colleges' participation in RASP, including information related to "Institutional Demography," "Process," and "Product" (Appendix F).

These five components proved effective in directing workable strategies to accommodate the needs of adult students. The enthusiasm for RASP displayed at the pilot sites indicated clearly that statewide dissemination would be a logical and desirable focus for the final phase of the project.

The Seeding of RASP

Prior to initiating the final phase, project staff prepared an introductory brochure, a dissemination packet, and a videotape to assist in disseminating the RASP model to other two-year colleges across New York State.

The introductory brochure, entitled "Responding to the Needs of Reentry Adults in Two-Year Colleges" (Mangano & Corrado, 1979), was designed for promotional as well as informational purposes. Dubbed the "Apple Corps" because of its cover design, and filled with photographs of older students in academic settings, this colorful brochure served as a low-key, positive introduction to RASP.

The Dissemination Packet (Mangano & Corrado, 1979) was developed to promote replication of the project by other postsecondary institutions. The Packet consists of copies of the RASP survey instruments, an enlarged copy of the Taxonomy of Adult Student Needs, and various flow charts, technical papers, documentation forms, and examples of data analyses. These materials are packaged in a three-ring binder with sections divided into "Introduction," "Research Process," and "Implementation."

The 30-minute videotape was prepared as a supplement to the Dissemination Packet, its three segments mirroring the divisions of the Packet. In addition to assisting the replication of RASP, the videotape was designed for use as a staff development tool to sensitize campus communities to the needs, concerns, and problems of adult students.

Table 1 lists the numbers of public and private two-year colleges that participated in various dissemination and technical assistance activities during the final phase of RASP. The six pilot sites appear in Row A.

At the beginning of the statewide dissemination phase, representatives from all New York State two-year colleges were invited to one of four regional meetings in order to learn about RASP. A copy of the "Apple Corps" brochure

was attached to the letter of invitation.

Representatives from 39 two-year colleges attended the regional meetings (Row B). They received copies of the Dissemination Packet, and were provided with an overview of the project and a summary of the technical assistance options available from the Center (Figure 1). Representatives from nine two-year colleges unable to attend the meetings requested and were sent copies of the Dissemination Packet, raising the total number of "seeded" institutions to 48 (Row C). Requests for the videotape were received from 16 colleges (Row D), for additional information from 21 colleges (Row E).

As a result of the statewide dissemination efforts, 12 colleges chose to replicate the entire RASP process, and received assistance in such technical matters as selecting steering committees, duplicating survey instruments, running computer analyses, interpreting computer printouts, tabulating findings, recommending implementation activities, and documenting institutional modifications related to participation in the project (Row F).

Results

The management scheme of RASP involved both direct advisory efforts to assist adult students' adaptation to college and indirect advocacy efforts to sensitize administrators and faculty to the idiosyncrasies of their nontraditional clientele.

These efforts resulted in an expansion of institutional roles to meet the needs of adult students. As advisors to adult students, college staff offered their services at convenient times and places, and worked toward easing the reentry process of adult students by designating campus activities for adults and their families; by establishing adult student networks and peer counseling services; and by providing support for and information on academic options, career changes, and lifespan development. As advocates for adult students, college staff strove to dispel the image of the college as servant of the needs

of adolescents and replace it with an image that acknowledged the importance of lifelong learning. This was achieved through the coordination of activities to sensitize administrators, faculty members, and traditional college students to the characteristics of older students, especially their need for scheduling convenience, expedient services, and educational and instructional alternatives.

The following examples of institutional modifications documented by the participacing colleges were evidenced in the general areas of administrative policies and practices, staff development, and student support services.

Administrative Policies and Practices

- Prepared campus brochures and videotape orientation materials aimed at the adult student population
- Modified scheduling formats to accommodate adult student needs
- Increased the number of evening and summer credit and noncredit course offerings
- Developed off-campus credit and noncredit course offerings
- Initiated televised course offerings
- Improved the method of granting life-experience credit

Staff Development

- Conducted faculty and staff workshops on topics related to reentry adults
- Conducted staff development activities for adjunct faculty

Student Support Services

- Initiated speedier registration procedures
- Added a general "information booth" to the registration site
- Expanded remedial and tutorial services, financial aid counseling, job placement, career counseling, orientation services, and campus tours to accommodate part-time and evening students
- Designated a coordinator of adult student counseling and entry-level advisement services

- Initiated peer counseling services
- Organized campus activities for families of reentry adult students
- Instituted childcare services on campus
- Initiated off-campus registration, counseling, and advisement services
- Initiated a telephone counseling service providing audio tapes on such topics as test anxiety, study skill strategies, mid-life changes, stress reduction, time management, and academic reentry

RASP Recap

The Reentry Adult Student Project offers postsecondary institutions a model for examining the needs and satisfactions of adult students, for reviewing and revising academic policies on adult students, and for developing programs and services for adult students. Its advisement-advocacy thrust is predicated on a campus-wide commitment to lifelong learning. Without this commitment, efforts by colleges to ease the academic reentry of adult students will result in changes that are at best cosmetic in design and sporadic in impact.

References

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Table 1

Number of Two-Year Colleges in Statewide Dissemination Phase

ACTIVITY	SUNY A&T (N=6)	SUNY CC (N=30)	CUNY CC (N=8)	PRIVATE (N=10)	TOTAL (N=54)
A. Pilot Site	1	4	1	0	6
B. Regional Meetings	6	18	6	9	39
C. Dissemination Packet	6	27	6	9	48
D. Video Tape Loan	2	10	2	2	16
E. Additional Information	3	13	4	1	21
F. Technical Assistance	1	8	2	1	12

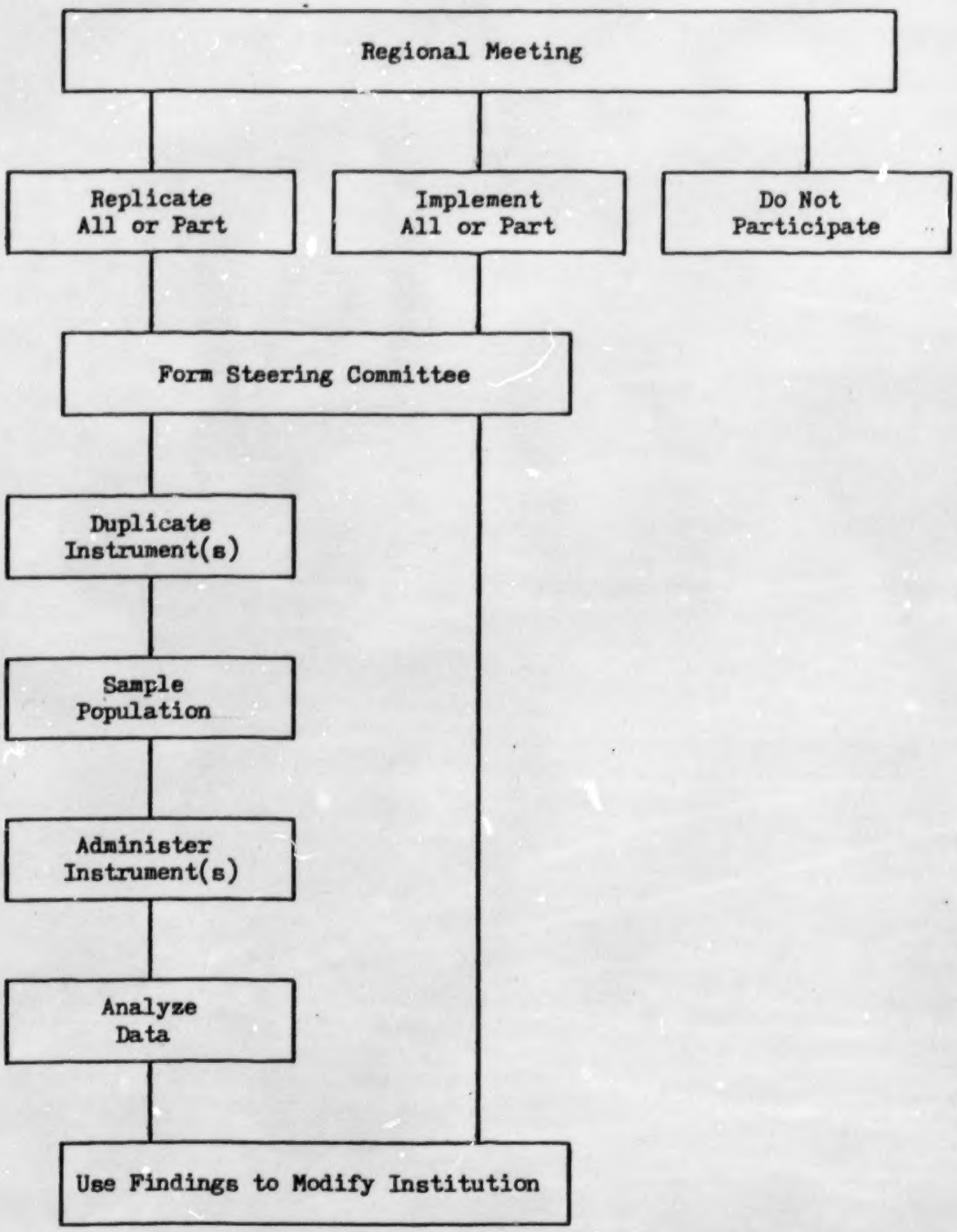

Figure 1. Institutional options.

Appendix A

Two-Year College Development Center
State University of New York at Albany

Survey of Student Needs

PART I - CURRENT STATUS

Please check (✓) the information requested.

1. Sex:
   (1) ____ Male (2) ____ Female (9)

2. Age:
   (1) ____ 24 or younger (4) ____ 45 - 54 (10)
   (2) ____ 25 - 34 (5) ____ 55 - 64
   (3) ____ 35 - 44 (6) ____ 65 or older

3. Marital Status:
   (1) ____ Single (11)
   (2) ____ Married
   (3) ____ Widowed, divorced, or separated

4. Employment:
   (1) ____ Not employed (12)
   (2) ____ Employed part-time
   (3) ____ Employed full-time

5. Before attending this college, when did you last take a course in either high school or college?
   (1) ____ 1 year ago or less (13)
   (2) ____ 2 - 4 years ago
   (3) ____ 5 years ago or more

6. Are you currently enrolled in a degree program (matriculated)?
   (1) ____ Yes (2) ____ No (14)

7. How many credits are you taking this semester?
   (1) ____ 5 or fewer (15)
   (2) ____ 6 - 11
   (3) ____ 12 or more

8. How many semesters have you attended this college?
   (1) ____ This is my first semester (16)
   (2) ____ 2 - 4
   (3) ____ 5 or more

9. When do you attend classes?
   (1) ____ Day (17)
   (2) ____ Evening
   (3) ____ Both day and evening

10. What is your major field of study?
    (1) ____ Business (3) ____ Trade/Technology (18)
    (2) ____ Health Service (4) ____ Other (Specify) _____

PART II - STUDENT NEEDS

The following items represent needs for some college students. Please indicate HOW IMPORTANT EACH ITEM IS FOR YOU as a student. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to these rating categories:

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

Example:

Being alive. 1 2 3 4 5

Item:

1. A place to study on campus 1 2 3 4 5 (19)

2. Bus service to the campus. 1 2 3 4 5 (20)

3. Being able to take a course as an independent study. . . 1 2 3 4 5 (21)

4. Instructors who are personally interested in my progress 1 2 3 4 5 (22)

5. The use of films, tapes, and other audio-visual materials in a course 1 2 3 4 5 (23)

6. Preregistration. 1 2 3 4 5 (24)

7. Learning to organize my time better. 1 2 3 4 5 (25)

8. Improving my study skills. 1 2 3 4 5 (26)

9. Evening classes. 1 2 3 4 5 (27)

10. Being able to drop a course at any time without receiving a penalty grade 1 2 3 4 5 (28)

11. Studying with other students 1 2 3 4 5 (29)

12. Being able to take a course with "pass-fail" grading instead of "A to F" grading 1 2 3 4 5 (30)

13. Instructors who have a realistic view of my responsibilities outside class. 1 2 3 4 5 (31)

14. Being able to take a variety of courses before deciding a major field of study. 1 2 3 4 5 (32)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

15.	A campus tour during my first semester	1	2	3	4	5	(33)
16.	Learning to prepare better term papers	1	2	3	4	5	(34)
17.	Tutoring services	1	2	3	4	5	(35)
18.	Being able to get occupational counseling	1	2	3	4	5	(36)
19.	Encouragement from my family.	1	2	3	4	5	(37)
20.	Courses providing specific skills that will be useful on a job	1	2	3	4	5	(38)
21.	Working with other students on class projects	1	2	3	4	5	(39)
22.	Speedy registration procedures.	1	2	3	4	5	(40)
23.	Being able to obtain credit for out-of-college experiences.	1	2	3	4	5	(41)
24.	Improving my concentration.	1	2	3	4	5	(42)
25.	Financial aid	1	2	3	4	5	(43)
26.	"Fitting in" with other students.	1	2	3	4	5	(44)
27.	Improving my note-taking skills	1	2	3	4	5	(45)
28.	Instructors who use many examples in their teaching . . .	1	2	3	4	5	(46)
29.	Learning to cope with failure	1	2	3	4	5	(47)
30.	Instructors who provide more than one way to meet course requirements	1	2	3	4	5	(48)
31.	Extracurricular activities.	1	2	3	4	5	(49)
32.	Being able to take "re-tests" to improve my grade	1	2	3	4	5	(50)
33.	Instructors who modify the course outline to satisfy student interests.	1	2	3	4	5	(51)
34.	Improving my social interactions with other students . . .	1	2	3	4	5	(52)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

35.	A place to study at home	1	2	3	4	5	(53)
36.	Instructors who are relaxed and informal in the classroom	1	2	3	4	5	(54)
37.	Evening and weekend registration	1	2	3	4	5	(55)
38.	Improving my memory	1	2	3	4	5	(56)
39.	Learning to give better oral reports	1	2	3	4	5	(57)
40.	Weekend classes	1	2	3	4	5	(58)
41.	Improving my writing skills	1	2	3	4	5	(59)
42.	"Keeping up" with other students in class	1	2	3	4	5	(60)
43.	Off-campus courses	1	2	3	4	5	(61)
44.	Getting "A"s and "B"s in my courses	1	2	3	4	5	(62)
45.	Instructors who let students decide what should be covered in a course	1	2	3	4	5	(63)
46.	Courses with many class discussions	1	2	3	4	5	(64)
47.	Child care facilities on campus	1	2	3	4	5	(65)
48.	Improving my vocabulary skills	1	2	3	4	5	(66)
49.	Encouragement from my instructors	1	2	3	4	5	(67)
50.	Summer classes	1	2	3	4	5	(68)
51.	Learning to set better goals for myself	1	2	3	4	5	(69)
52.	Improving my motivation for college work	1	2	3	4	5	(70)
53.	Reducing my uneasiness about going to college	1	2	3	4	5	(71)
54.	Students my own age in my classes	1	2	3	4	5	(72)
55.	Instructors who follow the course outline very closely	1	2	3	4	5	(73)
56.	Improving my reading skills	1	2	3	4	5	(74)

1 = No Importance
2 = Low Importance
3 = Medium Importance
4 = High Importance
5 = Very High Importance

57.	Job placement services	1	2	3	4	5	(75)
58.	Improving my test-taking skills.	1	2	3	4	5	(76)
59.	Setting aside time every day to study.	1	2	3	4	5	(77)
60.	Campus activities for students with interests similar to mine	1	2	3	4	5	(78)
61.	Being able to get academic counseling.	1	2	3	4	5	(79)
62.	Improving my math skills	1	2	3	4	5	(80)
63.	Learning to use the library facilities	1	2	3	4	5	(9)
64.	Grades based on projects, papers, and class participation instead of on tests alone.	1	2	3	4	5	(10)
65.	Flexible requirements for class attendance	1	2	3	4	5	(11)
66.	Courses in which the instructor lectures most of the time.	1	2	3	4	5	(12)
67.	Getting together with other students after class	1	2	3	4	5	(13)
68.	A campus snack bar open during all class hours	1	2	3	4	5	(14)
69.	Three hour classes that meet once each week.	1	2	3	4	5	(15)
70.	Improving my self-confidence	1	2	3	4	5	(16)
71.	Knowing how I'm doing in relation to others in class . .	1	2	3	4	5	(17)
72.	Acquiring a broad educational background	1	2	3	4	5	(18)
73.	Being able to get counseling for personal problems . . .	1	2	3	4	5	(19)
74.	Course objectives to guide my study.	1	2	3	4	5	(20)
75.	Courses using many source materials instead of single textbooks	1	2	3	4	5	(21)

Table

Items With Significant Chi-Square Values Between Groups

Facet/Item (Modified)	N=	Group With Higher Mean Item Score: RAS-TCS[a] 529 561	RAS-F&S[b] 529 199	RAS: PT-FT[c] 419 110	RAS: M-F[d] 279 250
Academic Survival Skills[e]					
8. Improving study skills			F&S		
16. Learning to prepare better term papers		TCS	F&S	FT	
27. Improving note-taking skills		TCS	F&S		
39. Learning to give better oral reports			RAS		
41. Improving writing skills			F&S	FT	
48. Improving vocabulary skills		RAS	F&S		
56. Improving reading skills		TCS	F&S		F
58. Improving test-taking skills		TCS	F&S	FT	F
62. Improving math skills		RAS	F&S	FT	F
63. Learning to use library facilities		TCS	F&S		
Personal-Social Development					
7. Learning to organize time better		TCS	F&S		
11. Studying with other students		TCS	F&S	FT	
19. Encouragement from family			F&S		F
21. Working with other students		TCS	F&S	FT	
24. Improving concentration			RAS		
26. Fitting in with other students		TCS	F&S	FT	
29. Learning to cope with failure		TCS	F&S		
34. Improving social interactions		TCS	RAS	FT	
35. Place to study at home			F&S		
38. Improving memory			RAS		F
42. Keeping up with other students		TCS	F&S		
44. Getting As and Bs in courses		TCS	RAS		F
51. Learning to set better goals		TCS	RAS		
52. Improving motivation		TCS	F&S	FT	
53. Reducing uneasiness		TCS	F&S		
54. Age-mates in classes		TCS	F&S		
59. Setting aside time to study			F&S	FT	F
67. Getting together with other students		TCS	F&S	FT	
70. Improving self-confidence		TCS	F&S		F
72. Acquiring broad educational background			RAS		F
Instructional Patterns					
4. Instructors are personally interested					F
5. A-V materials in course			RAS		
13. Instructors have realistic view					F
28. Instructors use many examples					
30. Instructors provide alternatives		TCS	RAS	FT	F
32. Taking retests to improve grade		TCS	RAS	FT	F
33. Instructors modify course outline		TCS	RAS		
36. Instructors are relaxed and informal			RAS		
45. Courses designed with student input		TCS	RAS		
46. Discussion classes		TCS	F&S	FT	
49. Encouragement from instructors			F&S		F

Table (cont'd)

Items With Significant Chi-Square Values Between Groups

Facet/Item (Modified)	N=	Group With Higher Mean Item Score			
				RAS	
		RAS-TCS[a]	RAS-F&S[b]	PT-FT[c]	M-F[d]
		529 561	529 199	419 110	279 250
Instructional Patterns (cont'd)[e]					
55. Instructors follow course outline			F&S	FT	F
64. Grades based on several activities		TCS		FT	
66. Lecture classes		RAS	RAS	FT	
71. Knowledge of class standing		TCS	F&S	FT	
74. Course objectives to guide study				FT	F
75. Courses with several source materials		TCS		FT	
Administrative Policies					
3. Independent study		RAS	F&S		
9. Evening classes		RAS	F&S	PT	M
10. Dropping course without penalty		TCS	F&S	FT	
12. Pass-Fail grading			F&S		
14. Course variety			F&S		
20. Courses providing specific job skills					
23. Life-experience credit		RAS	RAS	FT	
40. Weekend classes		RAS	F&S		F
43. Off-campus courses			F&S		
50. Summer classes		RAS	F&S		
65. Flexible attendance requirements		TCS	RAS		
69. Three hour classes		RAS		PT	
Student Support Services					
1. Place to study on campus		TCS	F&S	FT	
2. Campus bus service		TCS	F&S	FT	F
6. Preregistration		RAS	RAS		F
15. Campus tour		TCS	F&S	FT	
17. Tutoring services		TCS	F&S	FT	
18. Occupational counseling			F&S	FT	F
22. Speedy registration procedures		RAS	RAS		F
25. Financial aid		TCS	F&S	FT	
31. Extracurricular activities		TCS	F&S	FT	
37. Evening and weekend registration		RAS	F&S	PT	
47. Campus child care facilities			F&S	FT	F
57. Job placement services		TCS	F&S	FT	F
60. Campus activities for students		TCS	F&S	FT	
61. Academic counseling			F&S	FT	F
68. Campus snack bar		TCS	F&S	FT	
73. Personal counseling		TCS	F&S	FT	

a Reentry Adult Students (RAS) vs. Traditional College Students (TCS).
b Reentry Adult Students (RAS) vs. Faculty and Staff (F&S).
c Reentry Adult Student Subgroups: Part-Time (PT) vs. Full-Time (FT).
d Reentry Adult Student Subgroups: Male (M) vs. Female (F).
e A group acronym (1) indicates that the responses of the two groups to that item differed significantly at or below the .05 level, and (2) targets the group with the higher mean item score. A blank space denotes that the responses of the two groups to that item did not differ significantly.

TAXONOMY OF ADULT STUDENT NEEDS

Domain	Facet	Need Continuum[1,2] First Order[3]	Second Order	Third Order[4]
Learner	**Academic Survival Skills** M = 3.59 SD = .23	• 4.06, 1.11 Improving my study skills[5] • 3.85, 1.16 Improving my test-taking skills	• 3.62, 1.21 Learning to give better oral reports • 3.59, 1.24 Improving my vocabulary skills • 3.58, 1.32 Improving my reading skills • 3.55, 1.19 Improving my writing skills • 3.54, 1.27 Improving my math skills • 3.47, 1.22 Learning to prepare better term papers • 3.45, 1.24 Improving my note-taking skills • 3.23, 1.18 Learning to use the library facilities	
Learner	**Personal-Social Development** M = 3.38 SD = .63	• 4.26, .99 Getting *As* and *Bs* in my courses • 4.09, 1.17 A place to study at home • 4.04, 1.07 Improving my concentration • 4.01, 1.10 Improving my memory • 3.90, 1.05 Acquiring a broad educational background • 3.89, 1.25 Encouragement from my family • 3.81, 1.24 Learning to organize my time better • 3.79, 1.13 Learning to set better goals for myself • 3.79, 1.14 Setting aside time every day to study	• 3.59, 1.24 Improving my motivation for college work • 3.53, 1.26 Improving my self-confidence • 3.17, 1.31 Learning to cope with failure	• 3.07, 1.19 Working with other students on class projects • 3.03, 1.32 Keeping up with other students • 2.96, 1.30 Fitting in with other students • 2.80, 1.17 Improving my social interactions with other students • 2.66, 1.25 Studying with other students • 2.65, 1.37 Reducing my uneasiness about going to college • 2.31, 1.13 Getting together with other students after class • 2.19, 1.20 Students my own age in my classes
Provider	**Instructional Patterns** M = 3.55 SD = .52	• 4.34, .92 Instructors who are personally interested in my progress • 4.04, .96 Instructors who are relaxed and informal in the classroom • 4.01, .98 Instructors who use many examples in their teaching • 4.00, 1.14 Instructors who have a realistic view of my responsibilities outside class • 3.96, .97 Encouragement from my instructors • 3.92, 1.03 Instructors who provide more than one way to meet course requirements • 3.86, 1.09 Grades based on projects, papers, and class participation instead of on tests alone	• 3.69, 1.10 Instructors who modify the course outline to satisfy student interests • 3.66, 1.02 Course objectives to guide my study • 3.66, 1.08 The use of films, tapes, and other audio-visual materials in a course • 3.49, 1.26 Being able to take retests to improve my grade • 3.28, 1.09 Courses with many class discussions	• 3.10, 1.17 Courses using many source materials instead of single textbooks • 3.01, 1.24 Knowing how I'm doing in relation to others in class • 2.93, 1.22 Instructors who follow the course outline very closely • 2.82, 1.05 Courses in which the instructor lectures most of the time • 2.51, 1.12 Instructors who let students decide what should be covered in a course
Provider	**Administrative Policies** M = 3.45 SD = .64	• 4.59, .72 Courses providing specific skills that will be useful on a job • 4.41, 1.02 Evening classes • 4.07, 1.11 Being able to obtain credit for out-of-college experiences	• 3.47, 1.36 Summer classes • 3.43, 1.24 Flexible requirements for class attendance • 3.36, 1.28 Three hour classes that meet once each week • 3.36, 1.28 Being able to take a variety of courses before deciding on a major field • 3.33, 1.26 Being able to take a course as an independent study • 3.30, 1.41 Being able to drop a course at any time without receiving a penalty grade	• 2.80, 1.29 Off-campus courses • 2.69, 1.39 Weekend classes • 2.55, 1.39 Being able to take a course with *Pass-Fail* grading instead of *A* to *F* grading
Provider	**Student Support Services** M = 3.14 SD = .69	• 4.40, .86 Speedy registration procedures • 3.96, 1.12 Preregistration • 3.89, 1.22 Evening and weekend registration • 3.71, 1.15 Being able to get academic counseling	• 3.68, 1.40 Job placement services • 3.64, 1.28 Being able to get occupational counseling • 3.57, 1.45 Financial aid	• 2.99, 1.46 A place to study on campus • 2.91, 1.37 Tutoring services • 2.79, 1.37 A campus snack bar open during all class hours • 2.77, 1.34 Being able to get counseling for personal problems • 2.62, 1.26 Campus activities for students with interests similar to mine • 2.53, 1.35 A campus tour during my first semester • 2.50, 1.24 Extracurricular activities • 2.31, 1.47 Child care facilities on campus • 2.01, 1.31 Bus service to the campus

[1] Item responses scaled from *Of No Importance* (1 point) to *Of Very High Importance* (5 points).

[2] Values: Overall Mean (OM) = 3.41; Overall Standard Deviation (OSD) = .38.

[3] First Order (Item mean > OM + .5OSD).

[4] Third Order (Item mean < OM - .5OSD).

[5] Mean, standard deviation, and Item.

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Two-Year College Development Center
State University of New York at Albany
(Revised 6/79)

Appendix C

Appendix D

Two-Year College Development Center
State University of New York at Albany

Survey of Resources

NAME OF INSTITUTION _____

	Availability of resources		
	Yes	NO	DEVELOPMENT OF RESOURCE ANTICIPATED
ADMISSION AND REGISTRATION			
Student's life experience evaluated for credit.			
Registration held during hours convenient to part-time students: evenings			
weekends			
Wide selection of credit courses available: evenings			
weekends			
Wide selection of noncredit courses available: evenings			
weekends			
FINANCIAL AID			
Adult students are specifically informed of, and encouraged to seek financial aid.			
At least one financial aid counselor is trained to deal with adult concerns.			
Services are offered at times convenient to part-time students: evenings			
weekends			
ORIENTATION			
Specific orientation program designed for reentering adults.			
Spouse participation encouraged in orientation.			
REMEDIAL AND DEVELOPMENTAL SERVICES			
Adult participation encouraged in study skills seminars and learning labs.			
Services are offered at times convenient to part-time students: evenings			
weekends			
Diagnostic testing is provided to all returning adults.			
Adult tutors are available.			

Availability of resources

	YES	NO	DEVELOPMENT OF RESOURCE ANTICIPATED
PEER SUPPORT SERVICES			
There is an adult students' organization.			
Designated gathering place available for adults.			
Adult student newsletter published on campus.			
FAMILY SERVICES			
Child care available:			
daytime hours			
evening hours			
on campus			
off campus			
to both male and female students			
PLACEMENT SERVICE			
Professional staff available who are experienced with mid-life career changes.			
Placement service available to spouse.			
Service available at hours convenient to part-time students: evenings			
weekends			
STUDENT ACTIVITIES			
Intramural programs designed for adults.			
Recreation and entertainment planned with adult interests in mind.			
VETERANS AFFAIRS			
One or more staff members designated to work with veterans.			
Staff members for veterans affairs available at hours convenient to part-time students.			
COUNSELING			
Professional counselor available who is experienced in helping adults.			
Adult peer counselors available.			
Adult support groups available.			
Student family counseling available.			
Adult support groups available.			
Services are publicized for adults.			
Services available at hours convenient to part-time students: evenings			
weekends			

Availability of resources

	YES	NO	DEVELOPMENT OF RESOURCE ANTICIPATED
LIBRARY Help available in learning to use library facilities.			
Library open during hours convenient to part-time students: evenings			
weekends			
MISCELLANEOUS SERVICES Cafeteria open during hours convenient to part-time students: evenings			
weekends			
Bookstore open during hours convenient to part-time students: evenings			
weekends			
COMMUNITY CONTACTS College maintains contact with community organizations that serve adults, including:			
Child care			
Legal services			
Mental Health			
Veterans Administration			
Vocational Rehabilitation			
Labor unions			
Employment services			
Employers			
Public schools			

Two-Year College Development Center
State University of New York at Albany

Student Satisfaction Scale

PART I - CURRENT STATUS

Please check (✓) the information requested.

1. Sex: (9)
   (1) ____ Male (2) ____ Female

2. Age: (10)
   (1) ____ 24 or younger (4) ____ 45 - 54
   (2) ____ 25 - 34 (5) ____ 55 - 64
   (3) ____ 35 - 44 (6) ____ 65 or older

3. Marital Status: (11)
   (1) ____ Single
   (2) ____ Married
   (3) ____ Widowed, divorced, or separated

4. Employment: (12)
   (1) ____ Not employed
   (2) ____ Employed part-time
   (3) ____ Employed full-time

5. Before attending this college, when did you last take a course in either high school or college? (13)
   (1) ____ 1 year ago or less
   (2) ____ 2 - 4 years ago
   (3) ____ 5 years ago or more

6. Are you currently enrolled in a degree program (matriculated)? (14)
   (1) ____ Yes (2) ____ No

7. How many credits are you taking this semester? (15)
   (1) ____ 5 or fewer
   (2) ____ 6 - 11
   (3) ____ 12 or more

8. How many semesters have you attended this college? (16)
   (1) ____ This is my first semester
   (2) ____ 2 - 4
   (3) ____ 5 or more

9. When do you attend classes? (17)
   (1) ____ Day
   (2) ____ Evening
   (3) ____ Both day and evening

10. What is your major field of study? (18)
    (1) ____ Business (3) ____ Trade/Technology
    (2) ____ Health Service (4) ____ Other (Specify) _____

The following items represent aspects of your educational experience. Please indicate HOW SATISFIED YOU ARE WITH EACH ITEM. Respond to each item ONLY AS IT APPLIES TO YOU by circling one choice according to the following scale:

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

Example:

The price of gasoline. 0 (1) 2 3 4 5

Item:

Registration

1. The location of registration 0 1 2 3 4 5 (19)
2. The hours of registration. 0 1 2 3 4 5 (20)
3. The ease of the registration process 0 1 2 3 4 5 (21)
4. The preregistration process. 0 1 2 3 4 5 (22)
5. The mail-in registration process 0 1 2 3 4 5 (23)
6. The academic advisement during registration. . . . 0 1 2 3 4 5 (24)

Financial Aid

7. The hours of the financial aid office. 0 1 2 3 4 5 (25)
8. The helpfulness of the financial aid staff 0 1 2 3 4 5 (26)
9. The hours of the business office 0 1 2 3 4 5 (27)
10. The helpfulness of the business office staff . . . 0 1 2 3 4 5 (28)

Bookstore

11. The hours of the bookstore 0 1 2 3 4 5 (29)
12. The bookstore's stock (textbooks, materials, etc.). 0 1 2 3 4 5 (30)
13. The location of the bookstore. 0 1 2 3 4 5 (31)
14. The helpfulness of the bookstore staff 0 1 2 3 4 5 (32)

0 = Don't Know, No Basis for Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

Cafeteria/Snack Bar

15.	The hours of the cafeteria/snack bar	0	1	2	3	4	5	(33)
16.	The cleanliness of the cafeteria/snack bar . . .	0	1	2	3	4	5	(34)
17.	The food choices available	0	1	2	3	4	5	(35)

Library

18.	The hours of the library	0	1	2	3	4	5	(36)
19.	The library's materials.	0	1	2	3	4	5	(37)
20.	The library as a place to study.	0	1	2	3	4	5	(38)
21.	The instruction on how to use the library. . . .	0	1	2	3	4	5	(39)
22.	The helpfulness of the library staff	0	1	2	3	4	5	(40)
23.	The library's lending policy	0	1	2	3	4	5	(41)

Counseling

24.	The hours academic counseling is available . . .	0	1	2	3	4	5	(42)
25.	The usefulness of academic counseling.	0	1	2	3	4	5	(43)
26.	The hours career counseling is available	0	1	2	3	4	5	(44)
27.	The usefulness of career counseling.	0	1	2	3	4	5	(45)
28.	The hours personal counseling is available . . .	0	1	2	3	4	5	(46)
29.	The usefulness of personal counseling.	0	1	2	3	4	5	(47)
30.	The hours job placement services are available .	0	1	2	3	4	5	(48)
31.	The usefulness of job placement services	0	1	2	3	4	5	(49)

Curriculum and Instruction

32.	The grading policy in most of your courses . . .	0	1	2	3	4	5	(50)
33.	The attendance policy in most of your courses. .	0	1	2	3	4	5	(51)

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

34. The drop/add policy 0 1 2 3 4 5 (52)

35. The opportunity to obtain life-experience credits. 0 1 2 3 4 5 (53)

36. The interest in your progress shown by most of your instructors 0 1 2 3 4 5 (54)

37. The awareness of your other responsibilities shown by most of your instructors when giving assignments. 0 1 2 3 4 5 (55)

38. The course objectives provided by most of your instructors 0 1 2 3 4 5 (56)

39. The variety of teaching methods used in most of your courses 0 1 2 3 4 5 (57)

40. The use of films, tapes, and other audio-visual materials in most of your courses 0 1 2 3 4 5 (58)

41. The usefulness of the content in most of your courses. 0 1 2 3 4 5 (59)

42. The reading level of most of your textbooks . . . 0 1 2 3 4 5 (60)

43. The opportunities to work with other students on class projects 0 1 2 3 4 5 (61)

44. The availability of independent study courses . . 0 1 2 3 4 5 (62)

45. The variety of courses available at times convenient for you 0 1 2 3 4 5 (63)

46. The variety of evening course offerings 0 1 2 3 4 5 (64)

47. The variety of weekend course offerings 0 1 2 3 4 5 (65)

48. The variety of summer course offerings. 0 1 2 3 4 5 (66)

Skill Improvement

49. The opportunities to learn how to organize your time 0 1 2 3 4 5 (67)

50. The opportunities to improve your self-confidence 0 1 2 3 4 5 (68)

0 = Don't Know; No Basis For Evaluation
1 = Very Dissatisfied
2 = Somewhat Dissatisfied
3 = Neither Dissatisfied Nor Satisfied
4 = Somewhat Satisfied
5 = Very Satisfied

51.	The opportunities to improve your vocabulary. . .	0	1	2	3	4	5	(69)
52.	The opportunities to improve your math skills . .	0	1	2	3	4	5	(70)
53.	The opportunities to improve your reading skills.	0	1	2	3	4	5	(71)
54.	The opportunities to improve your writing skills.	0	1	2	3	4	5	(72)
55.	The opportunities to improve your science skills.	0	1	2	3	4	5	(73)
56.	The opportunities to improve your test-taking skills	0	1	2	3	4	5	(74)
57.	The hours tutoring services are available	0	1	2	3	4	5	(75)
58.	The usefulness of tutoring services	0	1	2	3	4	5	(76)

Miscellaneous

59.	The hours orientation services are available. . .	0	1	2	3	4	5	(77)
60.	The usefulness of orientation services.	0	1	2	3	4	5	(78)
61.	The usefulness of the college catalog	0	1	2	3	4	5	(79)
62.	The variety of campus activities for students . .	0	1	2	3	4	5	(80)
63.	The child care facilities on campus	0	1	2	3	4	5	(9)
64.	The availability of study areas on campus	0	1	2	3	4	5	(10)
65.	The overall concern of the college for you as a student.	0	1	2	3	4	5	(11)
66.	The overall quality of the college.	0	1	2	3	4	5	(12)

Two-Year College Development Center
State University of New York at Albany

Documentation Form

DEMOGRAPHY

1. Name of college _____

2. Geographic location _____ Urban _____ Suburban _____ Rural

3. Institutional population (Fall 1978)

   a. Total professional employment

      _____ Full-time faculty

      _____ Part-time faculty

      _____ Full-time non-faculty

      _____ Part-time non-faculty

      _____ Other (specify) _____

   b. Total student enrollment (head-count)

      _____ Full-time students

      _____ Part-time students

   c. Student mix (percent)

      _____ Transfer-oriented

      _____ Career-oriented

4. Student enrollment trends (1976-present)

   a. Full-time student enrollment

      _____ Increased _____ Decreased _____ No change

   b. Part-time student enrollment

      _____ Increased _____ Decreased _____ No change

   c. Full-time adult student (25 years or older) enrollment

      _____ Increased _____ Decreased _____ No change

   d. Part-time adult student (25 years or older) enrollment

      _____ Increased _____ Decreased _____ No change

DEMOGRAPHY (continued)

5. Describe any other characteristics of your college which are important in understanding the institutional context in which this project was conducted (e.g., student demography, organizational structure, mission of college, enrollment trends, etc.).

PROCESS

6. What is the membership of your steering committee?

7. How was your steering committee formed? Appointed? By whom? Describe the rationale for selecting particular members.

8. How has your college demonstrated its support of this project? Comment on release time, financial support, etc.

9. On campus dissemination activities

   a. Which of the following methods have been used and/or will be used in disseminating project findings to the faculty/staff of your college? (Check all that apply)

   _____ Administrative meetings
   _____ Administrative workshops
   _____ Bulletin board notices
   _____ Faculty meetings
   _____ Other (specify) _____
   _____ Faculty workshops
   _____ Memoranda
   _____ Newsletter (newspaper)
   _____ Word-of-mouth

   b. Describe your process of on campus dissemination. Include information related to steering committee participation, delegation of responsibilities, administrative involvement, etc.

10. Describe the constraints, limitations, and problems (budgetary, management, etc.) associated with:

    a. Participation in this project

    b. Implementation of project findings on campus

PRODUCT

11. Describe the impact of this project on your campus. Have project findings either supplemented existing campus programs or led to new campus projects? Do you anticipate future campus activities related to the re-entry process of adult students? Please explain.

JAN 14 1983

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